

Section 7: Physical Development

This domain addresses the stages of **Physical Development** of young children. It is essential that children have experiences that stimulate and support physical growth. These standards relate to the Kindergarten **Physical Education** Standards.

This section also correlates with **Head Start Performance Standards**:

1304.21(a)(1)(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.

1304.21(a)(5)(i) In center-based settings, grantee and delegate agencies must promote each child's physical development by: Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;

1304.21(a)(5)(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; and

1304.21(a)(6) In home-based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials.

1304.21(b)(3)(i) Grantee and delegate agencies must promote the physical development of infants and toddlers by: Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and

1304.21(b)(3)(ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

Physical Development for 0 through 4 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Gains control of head and body	Easily turns head from side to side while lying on stomach	
				Raises head and chest when lying on stomach	
				Holds head erect and steady when held on a shoulder	
				Pushes down on legs when feet are placed on a firm surface (walking reflex)	
				Supports upper body with arms when lying on stomach	
		Moves intentionally as he reaches towards things that capture his attention		Flexes and straightens legs at will	
				Extends legs and kicks when lying on stomach or back	
				Sucks thumb or fingers at will	
	Fine Motor	Fine Motor	Holds things briefly before dropping	Swipes or bats at dangling objects with hands and feet	
				Folds hand around finger of another person placed in palm of hand	
				Holds on to ring on cradle gym after hand touches it	
				Begins to hold onto bottle for entire feeding	
				Begins to bring toys or their fingers to mouth	
				Grabs onto own toes	
	Health	Health Status and Practices	Prevent falls	May roll over as early as 3 months	
			Control body temperature	Self regulation of body temperature is still developing	
			Prevent suffocation-strangulation		

Physical Development for 5 through 8 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Gains control of body; can change body positions	Rolls both ways (front to back, back to front)	
				Moves from lying down to sitting	
				Gets up on hands and knees and rocks back and forth	
				Supports her whole weight on her legs.	
				Sits with, and then without, support of hands	
				Crawls and pulls on objects to achieve upright position	
				When first learns to stand may not know how to get down. (May cry for help.)	
	Fine Motor	Fine Motor	Uses both hands with intention and purpose	Reaches for, grasps and shakes toys	
				Transfers object from hand to hand.	
				Bangs a block or other hand held item on the floor or other surface and then bangs two hand held items together	
				Mimics a hand clap or a wave	
				Picks up items and deliberately shakes to hear the noise	
	Health	Health Status and Practices	Prevent strangulation/choking	Swats or bats at dangling objects with hands; continues to bring objects to mouth	
			Feeding	Begins to finger feed self crackers and other easy to dissolve foods;	
			Oral health	May begin to cut teeth	
			Prevent sunburn	Skin remains sensitive to sun	

Physical Development for 9 through 12 months (9 months to 1 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Changes position and begins to move from place to place	Moves to sitting position without assistance.	
				Crawls forward on belly	
				Assumes hands-and-knees position	
				Creeps on hands and knees	
			Explores surroundings on her own	Moves from sitting to crawling or prone (lying on stomach) position	
				Pulls self to standing	
				Walks holding onto furniture	
				Stands momentarily without support	
				May walk two or three steps without support	
	Fine Motor	Fine Motor	Coordinates eyes with hands while holding and exploring objects	Uses thumb and first or second finger to pick up things; begins to finger feed	
				Bangs things together	
				Puts objects into a container and takes objects out of a container	
				Pokes with index finger	
				Tries to imitate scribbling	
	Health	Health Status and Practices	Prevent falls	May try to climb up stairs May try to climb out of crib	
			Fire safety/Prevent burns	Reaches for and pulls on objects that are in the environment	
			Prevent poisoning	Explores the environment and puts everything in mouth	

Physical Development for 13 through 18 months (1 year to 1-1/2 year)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Moves from place to place	Walks more often than crawling; squats to pick up object on floor and returns to standing with little difficulty	
				Moves smoothly from sitting to standing; climbs and turns around to sit in chair	
				Stands with feet wide apart and sways to the sound of music	
				Pushes and pulls toys while walking	
				Climbs up stairs on hands and knees	
	Fine Motor	Fine Motor	Uses hands alone and in coordination with eyes	Fits two cups together, one inside the other	
				Turns the pages of a book and points to pictures while being read to	
			Manipulates small objects at will, exploring the ways they can be combined and changed	Holds a toy in one hand and explores it with the other hand	
				Drops two or three objects in a container before dumping and filling again	
				Stacks 2-3 blocks	
				Picks up very small objects between thumb and forefinger.	
			Begins to participate in self-help activities	Holds own cup or plastic glass when drinking	
				Begins to use a spoon	
				Helps with dressing by poking arm into the sleeve of a shirt	
				Helps adult pick up and put away toys	

Physical Development for 19 through 24 months (1-1/2 years to 2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Shows increasing coordination and balance; combines actions to participate in play activities	Walks as primary means of movement	
				Gets on kiddie car and tries to push using both feet at the same time	
				Backs into chair to sit down	
				Walks backward to pull a toy on wheels	
				Walks up a few steps without alternating feet	
				Enjoys climbing for the sake of climbing	
				Enjoys simple songs and rhymes that include movement and motion	
	Fine Motor	Fine Motor	Uses hands and eyes to accomplish a variety of activities	Pours, dumps water, sand and other materials, using two containers or a simple tool such as funnel	
				Uses simple tools for purpose and with accuracy such as using hammer with tool bench and inserting keys in key hole	
				Puts pegs in peg board; completes simple puzzles	
				Imitates hand motions of simple finger plays and songs	
				Answers questions by pointing	
				Holds a crayon and scribbles	
	Health	Health Practices	Participates in self-help activities including personal care routines	Insists on helping with tooth brushing	
				Shows interest in using the toilet	
				Insists on washing own hands	
				Uses eating utensils and cups with ease	
				Assists with dressing and undressing	
				Helps with simple household chores such as wiping up spills and carrying laundry	

Physical Development for 25 through 30 months (2 years to 2-1/2 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Shows coordination skills while moving around and engaging in play activities	Flings a ball in an attempt to throw it towards target	
				Pushes friend in the pushcart or on a riding toy	
				Climbs steps of slide and small jungle gym	
				Walks on a broad balance beam or edge of walkway	
				Imitates a variety of movements (runs, walks, gallops, jumps); Jumps with both feet	
	Fine Motor	Fine Motor	Demonstrate eye-hand coordination while manipulating and exploring objects	Pokes, pounds, and builds with play dough and other sculpting materials	
				Scribbles with a variety of writing instruments; begins to use a thumb and fingertips grasp	
				Uses wrist rotation to fit puzzle piece into puzzle, unscrew lids and to pour from one container into another	
				Pulls apart pop beads or connecting blocks with ease	
				Uses thumb and fingertips to hold or pick up small objects	
	Health	Health Practices	Participates in self-help activities including personal care routines	Takes off coat and tries to hang it on hook	
				Pulls down on zipper and assists with pulling up on zipper	
				Eats finger food and drinks from cup with little or no spilling without assistance	
				Assists with self serve meals and pouring own milk or juice from child size container	
				Begins to brush teeth by themselves	
				Helps to set the table for snack or meal	
				Washes and dries hands with little or no assistance	
				Pulls pants up; assists with putting on shoes and socks	
				Begins to show interest in using the toilet	

Physical Development for 31 through 36 months (2-1/2 years to 3 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Moves with balance and control when participating in play activities	Plays "catch" using large rubber balls; throws underhand with some direction	
				Participates in group activities that include running, galloping, crawling, rolling over, and twirling around	
				Moves in, under, and over objects in the environment with ease	
				Walks on tiptoe for a short distance	
				Runs easily with the ability to stop quickly if necessary	
				Uses pedals on riding toys and tricycles for moving	
				Easily climbs up stairs, alternating feet; walks down stairs, placing both feet on one step	
	Fine Motor	Fine Motor	Uses fingers, hands and eyes to engage in a variety of activities	Strings large beads on a shoelace	
				Uses crayons and markers to make dots, small lines, and swirls	
				Uses various instruments requiring squeezing and wrist motion to operate (meat baster, eyedropper, key, child scissors)	
				Continues to imitates simple songs and finger play movements	
				Begins to build simple structures with blocks and connective building materials (duplos)	
	Health	Self-Help Skills	Accomplishes many self-help activities with minimal or no assistance	Undresses self with no help	
				Helps with setting table	
				Dresses self with minimal assistance	
				Feeds self using fork or spoon; holds cup with one hand while drinking	
				Assists with preparing meals by tearing up lettuce, peeling fruits (bananas, oranges)	

Physical Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Moves with enough control to perform more complex tasks	Maintains balance on a two-by-four	
				Climbs with more agility on the jungle gym	
				Jumps with confidence in ability from low platform	
				Develops coordination of moving arms and legs in order to pump on a swing	
				Runs up to ball and kicks it while maintaining balance	
				Gallops, runs, walks, wiggles, and tiptoes along with classmates, watching and imitating movements	
	Fine Motor	Fine Motor	Uses hands with increasing control and precision for a variety of purposes	Throws a variety of objects overhand with increasing accuracy	
				Easily grasps hold of writing tools such as pencils, crayons, paint brushes and markers	
				Continues to fit together a wide variety of manipulatives such as connecting blocks, pop beads, stacking rings, bristle blocks, etc	
				Shapes play dough or clay into more intricate/representational creations	
				Continues to experiment with scissors	
				Experiments with fitting a variety of objects into a defined space	
				Continues to experiment with building and designing familiar structures with blocks	

Physical Development for 37 through 48 months (3 years to 4 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Health and Safety	Self-Help and Safety	Begins to perform self-help skills independently	Uses the toilet independently	
				Puts on own hat, coat	
				Washes and dries hands with verbal prompts and support	
				Unties shoes, buttons and unbuttons with little or no assistance	
			Follows basic health and safety rules	Asks permission before leaving the room	
				Knows basic safety rules and follows them with verbal reminder:	
				Begins to look both ways before crossing the street	
				Begins to understand how to dial 911 for an emergency	
				Begins to avoid dangers such as hot stoves and sharp knives	

Physical Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Gross Motor	Movement and Coordination	Moves with balance and control to perform simple, large motor tasks	Goes up and down stairs, alternating feet, with or without assistance	PE 1.1
				Runs with control and balance; makes quick stops, turns easily without slowing down	PE 1.1
				Gallops with a smooth motion	PE 1.2
				Climbs on a variety of equipment	PE 1.2
		Coordinates movements to perform more complex tasks		Throws overhand with accuracy by hitting stationary target	PE1.6
				Bounces a ball and catches it	PE 1.7
	Fine Motor	Fine Motor	Uses strength and control to perform simple fine motor tasks	Catches a ball by moving to adjust to the direction the ball is traveling	PE 1.7, PE 2.5
				Uses simple playground equipment such as slide, seesaw, and swings	PE 1.4, PE 2.6
				Uses simple equipment such as stapler, paper punch, scissors, tape dispenser	
			Uses eye-hand coordination to perform fine motor tasks	Uses simple work tools such as hammer, screw driver and saw	
				Uses play dough to make more refined objects	
				Begins to hold pencil with a pincer grasp	
				Puts together large floor puzzles	
				Constructs block structure by copying or using pattern blocks.	
				Uses scissors to cut on a line or around a large picture	

Physical Development for 49 through 60 months (4 years to 5 years)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
Physical Development	Health Practices	Personal and Social Responsibility	Performs some self-help skills independently	Manages dressing tasks independently	
				Manages zippers, buttons, buckles and velcro (has not mastered tying shoes)	
				Blows nose and uses tissue to wipe nose	
			Follows basic health and safety rules	Covers mouth when coughing or sneezing	
				Washes hands after using the toilet and before eating snack or lunch	
				Tries new food and participates in talks about nutrition	
				Discusses the role of doctors, dentists, fire and police officers and other community helpers	
				Follows safety rules of classrooms and playground	PE 3.1
				Progresses in physical growth, strength, stamina, and flexibility	
				Actively participates in games, outdoor play and other forms of exercise that promote physical fitness	PE 4